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ABSTRACT

Developed as part of the America Reads Challenge, this booklet helps family and community members to identify "checkpoints"--what most children can do in reading and writing by developmental periods and what most children can read, by grade level. The checkpoints are grouped largely by three-year developmental periods because children of the same age and grade often grow and learn at different rates. Examples of reading levels by grade and suggestions on how families and communities can help read and write are provided within each developmental period. Sections of the booklet present checkpoints for children from birth to 36 months; children three and four years of age; kindergarten students; third-grade students; sixth-grade students; ninth-grade students; and twelfth-grade students. A list of books to read at various developmental levels and text passages children at various ages should be able to read and understand are included. Contains a list of seven America Reads Challenge materials and addresses of 18 public and private organizations that are sources of literacy information. (RS)

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ED 415 489

checkpoints for progress

In Reading and Writing for Families and Communities

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Developed by a Subgroup of the
America Reads Challenge:
READ*WRITE*NOW Partners Group 1997

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Introduction

In August 1996, President Clinton invited every American to join his America Reads Challenge to help more children read well and independently by the end of the third grade. *Checkpoints for Progress* has been developed to help family and community members to identify (1) what most children can do in reading and writing by developmental periods—birth to thirty-six months, three and four years of age, and third, sixth, ninth, and twelfth grades—and (2) what most children can read, by grade level. Since most children's formal schooling begins with kindergarten, skills for that level are also included.

The checkpoints are grouped largely by three-year developmental periods because children of the same age and grade often grow and learn at different rates. Examples of reading levels by grade are provided within each developmental period. Some children will acquire the skills of a developmental period early; others will take longer and may need to work harder. However, by the end of each developmental period, most children can obtain the described skills to read the excerpts provided. If you have concerns about your child's development, talk with a professional such as a pediatrician or call your school district and ask what help is available. By having a series of checkpoints and examples of reading levels by grade, family and community members can accompany and assist children on the journey of reading well and independently by the end of third grade.

Checkpoints for Progress was developed by a subgroup of the America Reads Challenge: READ*WRITE*NOW! Partners Group. The subgroup first reviewed and analyzed national, state, and local checkpoints, and produced a summary document of key language skills for children. The checkpoints were then extensively discussed in focus groups consisting of families, teachers, principals, Title I teachers and coordinators, and school and public librarians. After these discussions, the checkpoints were revised to form this document. The grade-level reading examples were excerpted from the Lexile Map for Reading, developed by A. Jackson Stenner and Malbert Smith, III of MetaMetrics, Inc., in Research Triangle Park, North Carolina. The eighth and eleventh grade examples have been added specifically for this document. The American Library Association provided suggestions for books to read at various ages and grades. For more examples of books by grade level, contact your local library or bookstore.

Children from Birth to Thirty-Six Months

From birth to thirty-six months, most children listen, speak, use the muscles they will need for writing, and get ready for reading.

Your child . . .

- **As a newborn:** Listens and reacts to your voice and other sounds. Tells feelings by cooing, gurgling, smiling, and crying.
- **By eight months:** Plays with sounds and babbles. Can play peek-a-boo. Waves arms and kicks feet to show excitement.
- **By twelve months:** Understands simple words. Understands and reacts to hand movements, faces, and changing tone of voice. Understands simple words, such as "Da da." Puts books in the mouth and turns pages of sturdy books.
- **By twenty-four months:** Puts two or more words together to make short sentences. Asks and answers simple questions. Can copy adult sounds, words, and motions. Uses crayons and markers for scribbling.
- **By thirty-six months:** Listens well to stories being read. Likes to play pretend games. Loves to ask "why" questions. Likes naming objects. Makes scribbles that look more like writing.

How you can help . . .

Talk with your child when you play and do daily activities together.

Read with your child every day.

Take your toddler to the library to choose books to read at home.

Make a special place in your home where your toddler can read and write.

Keep books and other reading materials where your child can reach them.

Keep washable, nontoxic crayons and markers and paper where your child can reach them.

Take books and writing supplies whenever you leave home, so that your child can read and write wherever you go.

Show your child how you read and write every day for fun and to get things done.

Let your child do things without your help, such as dressing and cleaning up, when your child is ready.

Children from Birth to Thirty-Six Months

Books to read at this level:*

Birth to Eight Months:

Big Fat Hen, by Keith Baker
Ten, Nine, Eight, by Molly Bang
Play Rhymes, by Marc Brown
Goodnight Moon, by Margaret Wise Brown
Tomie DePaola's Mother Goose, by Tomie DePaola
Eye Winker, Tom Tinker, Chin Chopper: 50 Musical Finger Plays, by Tom Glazer
Rosie's Walk, by Pat Hutchins
Read Aloud Rhymes for the Very Young, by Jack Prelutsky
Have You Seen My Duckling? by Nancy Tafuri
My First Mother Goose, by Rosemary Wells

Eight Months to Eighteen Months:

Moon Bear, by Frank Asch
Will I Have a Friend? by Miriam Cohen
Corduroy, by Don Freeman
Where's Spot? by Eric Hill
Mama, Do You Love Me? by Barbara Joose
Peter's Chair, by Ezra Jack Keats
Pat the Bunny, by Dorothy Kunhardt
Clap Hands, by Helen Oxenbury
Seven Blind Mice, by Ed Young
"More, More, More" Said the Baby, by Vera Williams

Eighteen to Thirty-Six Months:

The Little Red Hen, by Bryon Barton
Clifford the Big Red Dog, by Norman Bridwell
Wait Till the Moon is Full, by Margaret Wise Brown
Stellaluna, by Jannell Cannon
The Very Hungry Caterpillar, by Eric Carle
Millions of Cats, by Wanda Gag
Chicka Chicka Boom Boom, by Bill Martin Jr. and Lois Ehlert
Curious George, by H.A. Rey
The Cat in the Hat, by Dr. Seuss
The Bunny Planet, by Rosemary Wells

**Books recommended by the American Library Association.*

Children Three and Four Years of Age

From three to four years of age, most children explore their world and start to learn how to read and write.

Reading

Your child . . .

- Knows the alphabet sounds. Can recognize matching sounds and some printed letters and numbers.
- Understands ideas such as *beside*, *above*, *under*, *near*, and *far*.
- Listens, follows directions, and can focus on a specific task.
- Takes turns speaking in a conversation.
- Likes being read to and knows about books.

Writing

Your child . . .

- Starts to understand the connection between spoken and written words.
- Can count, sort, and compare, and knows shapes.
- Holds a pencil or crayon the right way.
- Tries to "write" ideas or notes by scribbling.

How you can help . . .

Have a regular reading time every day.

Visit the library often and take your child to the children's activities there.

Sing songs and say nursery rhymes. If your child uses sign language, sign with your child.

Give your child the time and materials to color, draw, do puzzles, and cut paper.

Talk about everyday happenings. Explain what you're doing and how things work.

Let your child help you with chores that include counting, sorting, measuring, and cooking.

Play games that require following directions, listening, solving problems, and taking turns.

Encourage your child when he or she tries to read and write.

Be a good role model. Show your child that learning is fun and important!

Children Three and Four Years of Age

Books to read at this level:*

Three and Four Years of Age:

Country Mouse and City Mouse, by Jan Brett
Stone Soup, by Marcia Brown
The Three Bears, by Paul Galdone
The Story of Ferdinand, by Munro Leaf
Make Way for Ducklings, by Robert McClosky
Tikki, Tikki, Tembo, by Arlene Mosel
The Tale of Peter Rabbit, by Beatrix Potter
Sylvester and the Magic Pebble, by William Steig
Lyle, Lyle Crocodile, by Bernard Waber

*Books recommended by the American Library Association.

Kindergarten Students

In kindergarten (children five and six years old), most children get better at reading and writing by speaking and getting to know the alphabet, sounds, and words.

Reading

Your child . . .

- Understands that print goes from left to right.
- Knows the letters and sounds of the alphabet.
- Knows simple words like *the*, *and*, *it*, and *is*.
- Starts to read signs, food packages, and other everyday items.
- Likes being read to and has favorite books and stories.

Writing

Your child . . .

- Uses scribbling, pictures, and some letters and words to tell a story.
- Writes his or her own name and a few simple words.
- Tries to use letters and sounds he or she knows to start writing things such as lists and invitations.

How you can help . . .

Read out loud and talk or sign about stories every day.

Get your child a library card and go to the library regularly. Request songs and rhymes on tape.

Read and say or sign nursery rhymes and sing songs together.

Talk with your child's teacher often about your child's work.

Let your child see you reading for fun.

Take time each day to talk about school and share your day.

Have a writing supply box with crayons and paper.

Watch educational television programs that teach letter sounds and words. Limit other types of TV viewing.

Listen to your child. Ask your child to listen to others.

Kindergarten Students

A child who has successfully mastered these skills will be able to understand the following excerpt when it is read aloud:

KINDERGARTEN:

Danny and the Dinosaur, by Syd Hoff

> The dinosaur covered his eyes. All the children ran to hide. The dinosaur looked and looked but he couldn't find the children. "I give up," he said. Now it was the dinosaur's turn to hide. The children covered their eyes. The dinosaur hid behind a house. The children found him. He hid behind a sign. The children found him. He hid behind a big gas tank. The children found him again. They found him again and again and again.

Books to read at this level:*

Red Light, Green Light, by Margaret Wise Brown
Fox On Wheels, by Edward Marshall
Arthur's Reading Race, by Marc Brown
Nate the Great, by Marjorie Sharmat

**Books recommended by the American Library Association.*

Third Grade Students

In third grade, most children get better at reading, writing, speaking, and listening. All students read and write every day. They start to move from "learning to read" to "reading to learn."

Reading

Your child . . .

- Reads many kinds of children's books.
- Reads for fun, information, and understanding.
- Uses different ways of reading—sounding out words, getting information from the story, and personal knowledge—to understand stories and learn new words.
- Understands the themes or main ideas in what he or she reads.

Writing

Your child . . .

- Puts together thoughts and information for writing.
- Uses correct grammar, spelling, punctuation, capitalization, and sentence structure in final work.
- Includes main ideas, background details, and words that describe in written work.
- Corrects and rewrites work as necessary.

How you can help . . .

Have a daily family reading time. Take turns reading out loud every day.

Talk about family and community events.

Visit your child's school often and ask to see work that shows your child's progress.

Talk with your child's teacher and ask how you can help with learning at home.

Ask your child to read wherever you go – in the car, grocery store, and park.

Renew your child's library card. Visit the library often to check out books.

Carefully pick the TV programs your child watches. Watch and talk about TV programs together.

Use good listening skills. Show your child how to politely listen, watch, and take turns while speaking or signing.

Give books and magazine subscriptions as gifts.

Third Grade Students

A child who has successfully mastered these skills should be able to read and understand the following excerpts:

First Grade:

Franklin is Bossy, by Paulette Bourgeois

> In his room, Franklin built a castle. He made a cape to be brave in. He made shields and swords and suits of armor. He drew pictures. He played house. He read stories. He played by himself for one whole hour, and then he didn't know what to do. So, Franklin went looking for company. His friends were in the river, cooling off.

Books to read at this level:*

Amelia Bedelia, by Peggy Parish
Clifford the Big Red Dog, by Norman Bridwel
Freight Train, by Donald Crews
The Very Hungry Caterpillar, by Eric Carle

Second Grade:

Curious George, by H. A. Rey

> The hat had been on the man's head. George thought it would be nice to have it on his own head. He picked it up and put it on. The hat covered George's head. He couldn't see. The man picked him up quickly and popped him into a bag. George was caught. The man with the big yellow hat put George into a little boat, and a sailor rowed them both across the water to a big ship.

Books to read at this level:*

Corduroy, by Don Freeman
Ira Sleeps Over, by Waber Barnard
Bony-Legs, by Joanna Cole
Where is Cuddly Cat? by June Woodman
Frog and Toad are Friends, by Arnold Lobel
There's an Alligator Under My Bed, by Mercer Mayer
Bedtime for Frances, by Russell Hoban
Freckle Juice, by Judy Blume

Third Grade:

Sarah, Plain and Tall, by Patricia MacLachlan

> I held my breath and floated at last, looking up into the sky, afraid to speak. Crows flew over, three in a row. And I could hear a killdeer in the field. We climbed the bank and dried ourselves and lay in the grass again. The cows watched, their eyes sad in their dinner-plate faces. And I slept, dreaming a perfect dream. The fields had turned to a sea that gleamed like sun on glass. And Sarah was happy.

Books to read at this level:*

Encyclopedia Brown, Boy Detective, by Donald J. Sobol
The Fantastic Mr. Fox, by Roald Dahl
The Boxcar Children, by Gertrude Chandler Warner
There's a Boy in the Girls' Bathroom, by Louis Sachar

*Books recommended by the American Library Association.

Sixth Grade Students

In sixth grade, most students read many different kinds of writing, improve their listening and speaking skills, and write for different reasons and audiences.

Reading

Your child . . .

- Reads and understands fiction and nonfiction.
- Reads from books, magazines, newspapers, and other sources both inside and outside school.
- Connects ideas and information in reading with real-life experiences.
- Understands the author's purpose, tone, point of view, plot, and theme or main idea.

Writing

Your child . . .

- Thinks of and works on ideas for writing. Edits work to create a final paper.
- Uses the dictionary, thesaurus, encyclopedia, and other resources.
- Writes clearly using correct grammar and spelling in final drafts.
- Uses many different sentence structures and a large vocabulary.
- Writes for different reasons: to entertain, convince, teach, take notes, and tell ideas.

How you can help . . .

Have family time to talk about books and take turns reading out loud.

Visit the library regularly to borrow books and use the computer resources, including the Internet.

Talk with your child's teacher often and ask how you can help with learning at home.

Make sure your child has a regular time and a quiet place to do homework each day.

Ask your child questions about schoolwork and activities and share your daily experiences.

Ask your child to get involved in school and community activities such as sports, clubs, community service, and the arts.

Help your child choose which TV programs to watch and talk about them together.

Ask and help your child to write notes and letters.

Sixth Grade Students

A child who has successfully mastered these skills should be able to read and understand the following excerpts:

Fourth Grade:

Nothing's Fair in Fifth Grade, by Barthe DeClements

> Kenny was on his best behavior when our family arrived at school. Mother and Dad found Sharon's parents, and we all went to our classroom together. My folks and Sharon's are friends. Sometimes our families go camping together. I try to have fun with Sharon when Diane isn't along. It isn't easy. Sharon is interested in two things – what her mother says and how many presents she can pile up. You'd think she was an only child instead of Diane.

Books to read at this level:*

How to Eat Fried Worms, by Thomas Rockwell
Chocolate Fever, by Robert Smith
Flossie and the Fox, by Patricia C. McKissack

Fifth Grade:

Amber Brown Is Not A Crayon, by Paula Danziger

> I look over at Justin. He is doing the math work very quickly. I look down at my math and then start chewing on my stub of a pencil. It would have been nice if Justin had given me a new pencil, too. Finished with his math, Justin picks up my paper and checks it out. He finds two mistakes, shows me how to do it correctly and then helps me finish up. Fractions are not my favorite thing.

Books to read at this level:*

The Cricket in Times Square, by George Selden
Bridge to Terebithia, by Katherine Paterson
The Hundred Penny Box, by Sharon Mathis
Charlotte's Web, by E. B. White

Sixth Grade:

Roll of Thunder, Hear My Cry, by Mildred D. Taylor

> They didn't know how wide the hole actually was. Some of them took a wild guess and tried to jump it; but most of them miscalculated and fell in, to our everlasting delight. Others attempted to hop over the gullies to the forest to bypass the hole; however, we knew from much experience that they would not make it. By the time most of the students managed to get to the other side of the ditch, their clothes were dripping with the weight of the muddy water.

Books to read at this level:*

Mufaro's Beautiful Daughters, by John Steptoe
Charlie and the Chocolate Factory, by Roald Dahl
Little House in the Big Woods, by Laura Ingalls Wilder
The Great Brain, by John Fitzgerald

*Books recommended by the American Library Association.

Ninth Grade Students

In the upper grades, most students read widely and in detail on many topics. They produce good quality writing, using correct grammar and spelling. They speak with adults and peers, using correct listening and speaking skills.

Reading

Your child . . .

- Reads and understands challenging material including fiction and nonfiction books, magazines, and newspapers.
- Reads to reach academic goals.
- Uses ways of reading such as thinking ahead and looking at the main ideas to understand readings.
- Can see the author's purpose. Knows how language can convince. Understands the use of language that stands for something else, such as metaphor and simile.

Writing

Your child . . .

- Writes clearly, using correct grammar and showing a plan and purpose.
- Writes usefully for specific reasons: to reflect, sort out information, tell a story or describe a way of doing something, find connections, convince, or entertain.
- Proofreads, edits, and corrects work to produce good quality writing.

How you can help . . .

Talk about books, magazines, and newspaper articles as a family.

Let your child see you reading for fun. Read some of the books your child is reading and talk about them.

Make sure your child has a regular time and quiet place to do homework. Encourage your child to ask for help when needed.

Keep talking with your child's teachers. Continue to attend open houses and other school events.

Ask and help your child to use the public library and its resources, including the Internet.

Keep books, magazines, and newspapers around the house and in the car for free-time reading.

Ask your child to write letters, keep a journal, and do creative writing at home.

Ninth Grade Students

A child who has successfully mastered these skills should be able to read and understand the following excerpts:

SEVENTH GRADE: *Old Yeller,* by Fred Gipson

I hung the fresh cuts of venison up in the dog run, right where Old Yeller had stolen the hog meat the night he came. I did it for a couple of reasons. To begin with, that was the handiest and coolest place we had for hanging meat. On top of that, I was looking for a good excuse to get rid of that dog. I figured if he stole more of our meat, Mama would have to see that he was too sorry and no account to keep. But Old Yeller was too smart for that.

Books to read at this level:*

The Pigman, by Paul Zindel
The Adventures of Tom Sawyer, by Mark Twain
Mr. Popper's Penguins, by Richard and Florence Atwater
Island of the Blue Dolphins, by Scott O'Dell

EIGHTH GRADE: *The Hobbit,* by J. R. R. Tolkien

"You need not try," said Thorin. "In fact if you can't talk about something else, you had better be silent. We are quite annoyed enough with you as it is. If you hadn't waked up, we should have left you to your idiotic dreams in the forest; you are no joke to carry even after weeks of short commons." There was nothing now to be done but to tighten the belts round their empty stomachs, and hoist their empty sacks and packs, and trudge along the track without any great hope of ever getting to the end before they lay down and died of starvation. This they did all that day, going very slowly and wearily, while Bombur kept on wailing that his legs would not carry him and that he wanted to lie down and sleep.

Books to read at this level:*

Ginger Pye, by Eleanor Estes
Lost Wreck of the Isis, by Robert D. Ballard
Little Women, by Louisa May Alcott
The Black Pearl, by Scott O'Dell

NINTH GRADE: *Black Beauty,* by Anna Sewell

After them came a number of men on horseback, some of them in green coats, all galloping as fast as they could. The old horse snorted and looked eagerly after them, and we young colts wanted to be galloping with them, but they were soon away in the fields lower down; here it seemed as if they had come to a stand; the dogs left off barking, and ran about every way with their noses to the ground.

Books to read at this level:*

Lincoln: A Photobiography, by Russell Freedman
White Fang, by Jack London
Pride and Prejudice, by Jane Austen
The Wizard of Oz, by L. Frank Baum

**Books recommended by the American Library Association.*

Twelfth Grade Students

In their last year in high school, most students read to better understand many topics and for fun. They study literature closely and write clearly and well, using many styles.

Reading

Your child . . .

- Reads widely to add to knowledge and skills, understand new ideas, and solve problems.
- Explains connections between readings and real-life situations.
- Studies and judges the worth of what he or she reads.
- Can see the strengths and weaknesses, author's position, style, believability, and artistic quality of readings.

Writing

Your child . . .

- Writes using well-developed ideas, details, observations, and quotations.
- Uses descriptive language, complicated sentence structure, and many ways of writing, such as dialogue and symbolism.
- Writes about the authors, characters, plots, and themes of books read.
- Edits and works with others to improve writing.

How you can help . . .

Talk about school and current events, books, articles, and TV programs during meal times, in the car, and so on.

Read some of the books your child is reading and talk about them together.

Help think of ideas to write about and offer to proofread your child's work.

Ask your child to read about topics of personal interest at the public library.

Look into college opportunities together. Help your child find out about services for special needs at college, if needed.

Ask and help your child to read about interesting careers and visit the workplaces of possible employers.

Subscribe to newspapers and high-quality magazines. Give subscriptions and books as gifts.

Ask your child to get involved in community and school activities and volunteer for community service.

Twelfth-Grade Students

A child who has successfully mastered these skills should be able to read and understand the following excerpts:

TENTH GRADE: *The Wind in the Willows,* by Kenneth Grahame

There was nothing to alarm him at first entry. Twigs crackled under his feet, logs tripped him, funguses on stumps resembled caricatures, and startled him for the moment by their likeness to something familiar and far away; but that was all fun, and exciting. It led him on, and he penetrated to where the light was less, and trees crouched nearer and nearer, and holes made ugly mouths at him on either side.

Books to read at this level:*

Gone with the Wind, by Margaret Mitchell
Animal Farm, by George Orwell
Heart of Darkness, by Joseph Conrad
The Three Musketeers, by Alexandre Dumas

ELEVENTH GRADE: *David Copperfield,* by Charles Dickens

Ham was quite as earnest as he. I dare say they would have said much more about her, if they had not been abashed by the unexpected coming in of Steerforth, who, seeing me in a corner speaking with two strangers, stopped in a song he was singing, and said: "I didn't know you were here, young Copperfield!" (for it was not the usual visiting room), and crossed by us on his way out. I am not sure whether it was in the pride of having such a friend as Steerforth, or in the desire to explain to him how I came to have such a friend as Mr. Peggotty, that I called to him as he was going away. But I said, modestly – Good Heaven, how it all comes back to me this long time afterwards! – "Don't go, Steerforth, if you please . . ."

Books to read at this level:*

Undying Glory, by Clinton Cox
Moby Dick, by Herman Melville
Around the World in Eighty Days, by Jules Verne
The Wolfling, by Sterling North

TWELFTH GRADE: *Nineteen Eighty-Four,* by George Orwell

There were people sitting all over the stone-flagged floor, and other people, packed tightly together, were sitting on metal bunks, one above the other. Winston and his mother and father found themselves a place on the floor, and near them an old man and an old woman were sitting side by side on a bunk. The old man had on a decent dark suit and a black cloth cap pushed back from very white hair; his face was scarlet and his eyes were blue and full of tears.

Books to read at this level:*

The Trumpter of Krakow, by Eric P. Kelly
The Call of the Wild, by Jack London
The Great Gatsby, by F. Scott Fitzgerald
Gulliver's Travels, by Jonathan Swift

*Books recommended by the American Library Association.

LITERACY RESOURCES

America Reads Challenge: READ*WRITE*NOW! Materials:

The READ*WRITE*NOW! Basic Kit: A basic literacy kit to get children preschool through grade six and reading partners started. The kit includes an activities book, a vocabulary log, a bookmark, and two certificates. Every public library in the country will have kits.

The Early Childhood Kits – READY*SET*READ: Two basic literacy kits – one for parents and one for caregivers — to enhance the language skills of young children from birth to age five. Each kit includes an activities book, a growth chart, and a calendar of activities for children.

The READ*WRITE*NOW! Learning Partners Guide: A guide to help tutors and learning partners work with children to develop their reading and writing skills.

The READ*WRITE*NOW! Just Add Kids! Resource Directory: A list of national organizations that can be useful in starting and supporting community reading projects.

Learning to Read, Reading to Learn: A kit for teachers and learning partners to help children with learning disabilities learn to read and become better readers. Each kit includes information about how children learn to read, tips for parents and teachers, a bibliography of early reading instruction, and a resource guide.

Checkpoints for Progress: Developmental milestones that describe the reading and writing skills children should attain by developmental period to show reading readiness or reading on level. Reading examples by grade level are also provided within each developmental period. The checkpoints are divided into two documents — one for families and communities and one for teachers and learning partners.

Simple Things You Can Do To Help All Children Read Well and Independently by the End of Third Grade: A guide for all members of the community on how to help children learn to read and become better readers. The simple suggestions are divided by types of community members, such as families, school personnel, librarians, concerned citizens, and employers. The guide also includes an outline of how to start a community literacy program.

All of these publications are available on the Internet (http://www.ed.gov). For more information on the America Reads Challenge: READ*WRITE*NOW!, call 1-800-USA-LEARN.

Federal Sources of Assistance for Children Birth Through Grade Six:

Title I
U.S. Department of Education
Compensatory Education Programs
Office of Elementary and Secondary Education
600 Independence Avenue, SW
Room 4400 - Portals Building
Washington, DC 20202-6132

Even Start
U.S. Department of Education
Compensatory Education Programs
Office of Elementary and Secondary Education
600 Independence Avenue, SW
Room 4400-Portals Building
Washington, DC 20202-6132

Head Start
U.S. Department of Health and Human Services
Administration for Children and Families
Office of Public Affairs
370 L'Enfant Promenade, SW
Washington, DC 20202

Child Care Bureau
U.S. Department of Health and Human Services
Administration for Children and Families
Office of Public Affairs
370 L'Enfant Promenade, SW
Washington, DC 20202

Parent Training and Information Centers Program
Office of Special Education Programs
U.S. Department of Education
600 Independence Avenue, SW
Switzer Building, Room 4613
Washington, DC 20202

Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Additional Sources of Assistance If Your Child Has a Reading or Learning Disability:

Office of Special Education Programs
U.S. Department of Education
600 Independence Avenue, SW
Switzer Building, Room 4613
Washington, DC 20202

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
Web: http://www.ldanatl.org

NICHCY
P.O. Box 1492
Washington, DC 20013-1492
Web: nichcy@aed.org

The National Library Service for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, NW
Washington, DC 20542

ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

National Association of Developmental Disabilities Councils (NADDC)
1234 Massachusetts Avenue, NW
Suite 103
Washington, DC 20005
Web: http://www/cec/sped.org/erice.htm

National Center for Learning Disabilities
381 Park Avenue South, Suite 1420
New York, NY 10016

Additional Literacy Resources:

Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
Web: http://www.cns.gov

National Institute for Literacy (NIFL)
800 Connecticut Avenue, NW
Suite 200
Washington, DC 20006
Web: http://www.nifl.gov

Reading Is Fundamental, Inc. (RIF)
Publications Department
Smithsonian Institution
600 Maryland Avenue, SW, Suite 600
Washington, DC 20024-2520
Web: http://www.si.edu/rif

American Library Association (ALA)
50 East Huron Street
Chicago, IL 60611
Web: http://www.ala.org/alsc.html

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
Web: http:///www.reading.org

National Center for Family Literacy
Waterfront Plaza
Suite 200
325 West Main Street
Louisville, KY 40202-4251

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